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ABSTRACT

Project Porvenir was a federally-funded program serving 392 native Spanish-speaking, limited-English-proficient students in four Bronx (New York) elementary schools in 1992-93, its fifth and final year of operation. Participating students were general education students in grades 3-6 and special education students. Students received instruction in career education in their English-as-a-Second-Language (ESL) and native language arts (NLA) classes. Staff development, parent involvement in school-related activities, and curriculum development were also important program components. The program met its objectives for English language development, career-education, non-academic mainstreaming, attendance of general education students, staff development, curriculum development, and parental involvement. It did not meet its objectives for NLA, academic mainstreaming of special education students, and attendance of special education students. (Author/MSE)

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ED 370 435

OER Report

Project Porvenir
Transitional Bilingual Educational Grant T003A80165
FINAL EVALUATION REPORT
1992-93

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Project Porvenir
Transitional Bilingual Educational Grant T003A80165
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Project Porvenir, an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project funded for its fifth and final year in 1992-93, functioned in P.S. 25 and P.S. 65 in Community School District (C.S.D.) 7 and P.S. 32 and I.S. 206 in C.S.D. 10 in the Bronx. In the year under review, Project Porvenir served 392 Spanish-speaking students who scored at or below the 40th percentile on the Language Assessment Battery (LAB) and were thus categorized as limited English proficient (LEP). The project targeted general education students in grades three through six and students in Modified Instructional Services (MIS) I special education classes. Project students received instruction in career education in their English as a second language (E.S.L.) and native language arts (N.L.A.) classes.

The project increased students' awareness of the importance of education and the development of skills in preparing for a career.

Teachers had the opportunity to observe ongoing bilingual career lessons, participate in capacity-building workshops, and take relevant graduate courses. Project staff developed the Porvenir Career Lesson Plans in both English and Spanish and will disseminate them citywide.

Increased efforts to involve parents resulted in their attending workshops and parent-teacher conferences, receiving career information, and participating in field trips.

Project Porvenir met its objectives for English language development, career education, non-academic mainstreaming, general education attendance, staff development, curriculum development, and parental involvement. It failed to meet its objectives for the development of native language skills, the academic mainstreaming of special education students, and the attendance of special education students.

Since this was the project's last year, OREA makes no recommendations for enhancing effectiveness.

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I. INTRODUCTION

Project Porvenir was in its fifth and final year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

The project operated in the Bronx at Community School Districts (C.S.D.s) 7 and 10. The two C.S.D. 7 schools, P.S. 25 and P.S. 65, were in the south Bronx; the two C.S.D. 10 schools, P.S. 32 and I.S. 206, were in the northeast Bronx.

Of the 496 students that attended P.S. 25 during the 1992-93 school year, 91.7 percent (455) were Latino, 7.3 percent (36) African-American, 0.9 percent (4) European-American, and 0.2 percent (1) Asian-American*. Ninety-three percent came from low income families and were eligible for the free-lunch program and 47 percent were limited English proficient (LEP).

Of the 673 students at P.S. 65, 67.6 percent (455) were Latino and 32.4 percent (218) were African-American. Ninety percent were eligible for the free-lunch program and 30 percent were LEP.

Of the 885 students in P.S. 32, 66.1 percent (585) were Latino, 26.4 percent (234) African-American, 6.2 percent (55) European-American, 1.1 percent (10) Asian-American, and 0.2 percent (1) were Native-American. Ninety-one percent were eligible for the free-lunch program and 27 percent were LEP.

Of the 620 students at I.S. 206, 67.3 percent (417) were Latino, 25.3 percent (157) African-American, 6.5 percent (40) Asian-American, 0.8 percent (5) European-

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* Percentages do not add up to 100 due to rounding.

Americans, and 0.2 percent (1) Native American*. Ninety-five percent were eligible for the free-lunch program and 31 percent were LEP.

The evaluation consultant observed classes in two schools. In P.S. 25, the classrooms were spacious and well lit. In I.S. 206, the classroom observed was small. Classroom bulletin boards defined all curriculum areas and designated separate areas for Project Porvenir work, such as the students' booklets. Classroom and hallway bulletin boards were neat and colorful and appropriate for the season.

STUDENT CHARACTERISTICS

Project Porvenir served a total of 392 Spanish-speaking special and general education students in grades three through six. (See Table 1.) LEP status was determined by Language Assessment Battery (LAB) scores at or below the 40th percentile. Male students numbered 214 (54.6 percent); female 178 (45.4 percent).

TABLE 1

Number of Students in Project Porvenir, by Site and Grade

Site	Grade				Total
	3	4	5	6	
P.S. 25		7	36	37	80
P.S. 32	32	22	31	32	117
P.S. 65		22	31	22	75
I.S. 206			85	35	120
Total	32	51	183	126	392

*Percentages do not add up to 100 due to rounding.

Many of the students (51 percent) were born in the United States; the remainder came from the Dominican Republic, Honduras, and other Central and South American countries. (See Table 2.) Almost all (97.2 percent) of the participants came from low-income families and were eligible for the free-lunch program.

TABLE 2

Students' Countries of Origin

Country	Number of Students
United States	200
Dominican Republic	89
Puerto Rico	53
Mexico	19
Honduras	6
Ecuador	5
Colombia	2
El Salvador	2
Venezuela	2
Cuba	1
Guatemala	1
Nicaragua	1
Panama	1
Peru	1
Unreported	9
Total	392

Needs Assessment

Before instituting Project Porvenir, the Board of Education of the City of New York's Division of Bilingual Education and Special Education conducted an exhaustive needs assessment of the targeted LEP students, their families, and the educational staff who were to serve them. In addition, this year, project staff met with the principal, school staff, and the School-Based Support Team (S.B.S.T.) to review data on incoming students.

PROJECT OBJECTIVES

Student Objectives

- By June 1993, participating Porvenir students will show a mean N.C.E. gain from pretest to posttest on the English version of the LAB.
- By June 1993, participating students will show a mean N.C.E. gain from pretest to posttest on El Examen de Lectura en Español.
- By June 1993, participating students will demonstrate that they have increased their awareness and competencies related to career education by passing 75 percent of their tests in these areas.
- By June 1993, all participating bilingual special education students will engage in non-academic mainstreaming activities.
- By June 1993, a greater percentage of participating bilingual special education students will attend a minimum of one bilingual general education class than did so last year.
- By June 1993, participating bilingual general education students will achieve a mean attendance rate equal to that of mainstream students.
- By June 1993, the mean attendance rate of participating bilingual special education students will be higher than that of the previous program year.

Staff Development Objective

- By June 1993, participating teachers will indicate that they have increased their knowledge in the areas of mainstreaming, bilingual career activities, and the use of bilingual and English as a second language (E.S.L.) materials through staff development activities.

Curriculum Development Objective

- By August 1993, final editions of the Porvenir Career Lesson Plans (E.S.L. and Spanish) will be completed and disseminated.

Parental Involvement Objective

- By June 1993, Porvenir will increase the involvement of parents of Porvenir students by offering workshops at target schools and district sites.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project Porvenir provided published and project-developed instructional materials and direct instructional delivery in E.S.L., native language arts (N.L.A.), and career education to 392 Spanish-speaking students, and improved instructional environments for project participants and others. Content area instruction was in English and Spanish.

Project Porvenir provided staff development and parent workshops.

The project involved staff, students, parents, community agencies, and guests in planning and implementing International Career Days. Students made presentations for other students and parents. Project staff set up booths for the International Bilingual Career Fair in school gymnasiums or cafeterias. The project scheduled role models to speak to students during International Career Days.

Capacity Building

Financial support will continue, both through the C.S.D.s and the Division of Bilingual Education (D.B.E.). The C.S.D.s will continue to pay the salaries of the classroom teachers and underwrite student travel expenses with train passes. D.B.E. will continue to provide secretarial help and will supplement other-than-personnel-services (O.T.P.S.) needs.

Porvenir field sites and teachers will be able to continue the same services to LEP students by using project-developed or supplied lessons, curricula, and resources. Project Porvenir has arranged for citywide distribution of Porvenir manuals and curricula.

Materials, Methods, and Techniques

Students received intensive E.S.L. and N.L.A. instruction integrated with the content areas. The project infused career education into the curriculum so that students and their parents became aware of job opportunities and skills needed to prepare for particular careers.

Teachers of participating students used a wide array of strategies and techniques, including cooperative learning groups and hands-on activities. The students produced their own booklets. Field trips to business and community organizations and workshops with guest speakers involved students with mainstream students.

The project set up a Bilingual Career Resource Center in the library of each site to provide E.S.L., N.L.A., and career awareness audiovisual materials for bilingual teachers and other staff.

Career education was an integral focus of E.S.L. and N.L.A. classes. The project placed emphasis on the advantages of bilingual skills in future careers.

Last year, the Porvenir teachers piloted the Porvenir career education lesson plans in English and Spanish. During the 1992-93 school year, the project developed manuals and final editions of six different curricula.

For a list of instructional materials used in the project, please see Appendix A.

Staff Qualifications

Title VII staff. The project's Title VII staff included the project director, a resource teacher, and one paraprofessional. For a description of degrees held and language competencies (teaching and communicative proficiency*), see Table 3.

The project director's responsibilities included supervising and coordinating activities, selecting and training staff, developing curricula, preparing reports and correspondence, and providing the Office of Research, Evaluation, and Assessment (OREA) with information necessary for evaluation. She had vast experience in staff and curriculum development and had previously administered other Title VII projects.

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*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

TABLE 3

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project Director	Ph.D.	Spanish (TP)
Resource Teacher	M.A.	Spanish (TP)
Paraprofessional	H.S.+	Spanish (N.S.*)

*Native speaker

The resource teacher had experience in teaching career awareness, E.S.L., and N.L.A. Her responsibilities included demonstrating career awareness, E.S.L., and N.L.A. lessons, as well as mainstreaming techniques for bilingual special education students. She also assisted the project director in administrative tasks, program implementation, staff conferences, workshops, and curriculum development.

The paraprofessional had prior experience working with bilingual special and general education students. She assisted teachers in the preparation of instructional materials and worked with small groups or individual students on career education, E.S.L, and N.L.A. skills. She also assisted in obtaining data for evaluation purposes and helped with special events and parent involvement activities.

Other staff. Tax-levy funds paid the salaries of the 18 classroom teachers, the office associate, and additional support personnel. Seventeen teachers were native speakers of Spanish. The office associate had a high school diploma, was fluent in Spanish, and possessed knowledge of and sensitivity to the needs of Latino students and their parents.

Staff development. The project gave teachers assistance in arranging for special coursework at local universities. It conducted activities to increase the staff's knowledge in the areas of mainstreaming, bilingual career activities, and the use of bilingual and E.S.L. materials.

Special conferences were held at each project school to enable teachers to continue activities that had been conducted during the five years of the program.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 1.5 years (s.d.=1.9) of education in a non-English-speaking school system and 3.9 years (s.d.=1.8) of education in the United States. The median amount of time students had participated in Project Porvenir was 10 months.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a wide variety of parental and community involvement activities that included workshops at target schools and district sites, career education information for parents and students, trips to local educational and community resources, and participation in Bilingual Career Days and Fairs.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of bilingual language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students. (There were no pretest data on students who entered the program late.) Instruments used to measure educational progress were appropriate for the students involved. The LAB and El Examen de Lectura en Español (ELE) are used throughout New York City to assess the growth of English and Spanish skills in populations similar to those served by Project Porvenir.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective and the ELE to assess the N.L.A. objective. The career education objective

was assessed through test grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB and the ELE were determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

El Examen de Lectura en Español (ELE) was prepared by New York City educators who were native speakers of Spanish and represented several Latino linguistic and cultural groups. The ELE was administered in two forms to all New York City students who were receiving language arts instruction in Spanish. For form 1, the grade reliability coefficients ranged from .94 to .96. Comparable data for form 2 will be generated as soon as possible after its administration in the spring of 1993. Items on the test were grade-specific. Construct validity is evidenced by grade-to-grade decreases in item difficulty within level. This characteristic reflects the

acquisition of increased amounts of the underlying construct (reading proficiency) as students progress through the grades.

To assess the awareness and competencies related to career education objective, OREA assessed test scores in career education.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two site visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A., Title VII Bilingual Education Final Evaluation Report Format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper administration of instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at twelve month testing intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were carried out by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To determine whether students had gained skills in English and in Spanish, OREA determined whether there was any N.C.E. gain between pretest and posttest on the LAB and ELE. To assess the significance of students' achievement in English and Spanish, OREA computed a correlated *t*-test on N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project Porvenir carried out all instructional activities specified in its original design. Throughout the school year, students had ample opportunity to develop their English and native language skills.

LEP Participants' Progress in English

The OREA field consultant observed a general education bilingual fifth grade class of 20 students at I.S. 206. The class combined career education with E.S.L. instruction. A team, consisting of the regular tax-levy teacher and the Title VII resource teacher and paraprofessional, taught the lesson entirely in English.

The classroom teacher reviewed a story about animals. The theme for the lesson was "Health Careers With Animals." As the students responded to the teacher's questions, the paraprofessional recorded data on an experience chart. The teacher developed necessary vocabulary with the students, who answered questions pertaining to the duties of a veterinarian and other animal care-givers and the educational requirements and career opportunities in the field. The resource teacher pursued the lesson further to develop other facts, concepts, and desirable qualities for caring for animals, such as the ability to be compassionate and to use common sense.

As a follow-up activity, the students had to design a zoo. The team members circulated to assist the students. For homework, the students had to bring in illustrations from magazines, books, and newspapers, or information gathered from

adults pertaining to animals.

The students participated actively in the lesson. They were able to use cooperative learning techniques as they worked on assigned activities.

The evaluation objective for English-language development was:

- By June 1993, participating Porvenir students will show a mean N.C.E. gain from pretest to posttest on the English version of the LAB.

Matching data were available for 253 students. The mean gain of 2.6 N.C.E.s (s.d.=10.3) was statistically significant. (See Table 4.)

The project met its objective for English-language development, as it did last year.

LEP Participants' Progress in Native Language

At I.S. 206, the evaluation consultant observed a bilingual fifth grade special transition class of students with low literacy skills which combined career education with instruction in Spanish. The Title VII resource teacher and the Title VII paraprofessional taught the lesson in Spanish.

The theme for the lesson was "Health Careers With Animals." The teacher motivated the lesson by showing the students some of the drawings that had been started by students from the E.S.L. class. The students were asked such questions as "¿Dónde están los animales? ¿Cuáles son los veterinarios en el jardín zoológico? ¿Qué tiene que estudiar un veterinario?"

TABLE 4

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Site

Project Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 25	80	43	11.5	11.3	16.5	19.1	5.0	12.3	2.66*
P.S. 32	117	69	16.0	13.7	16.1	13.9	0.1	10.7	0.06
P.S. 65	75	63	21.7	18.7	22.6	19.1	0.9	9.7	0.76
I.S. 206	120	78	15.5	12.8	20.4	15.4	4.8	8.4	5.08*
Total	392	253	16.5	14.8	19.1	16.8	2.6	10.3	4.00*

*$p<.05$

- Students at two sites and overall made significant gains on the LAB.

As the students responded to the teacher's questions, the paraprofessional recorded data on an experience chart. The teacher developed vocabulary, such as veterinarian, animal, clerk, research, and zoo, in Spanish. The teacher asked the students questions about information pertaining to the health care of animals, job requirements for the veterinarian and other animal health caregivers, and the educational requirements and career opportunities in the field.

As a follow-up activity, the students had to design a zoo. Some students worked cooperatively on the hands-on activities. For homework, the teacher had the students get materials from the library and other sources.

Project Porvenir had one objective for the development of native language skills:

- By June 1993, participating students will show a mean N.C.E. gain from pretest to posttest on El Examen de Lectura en Español (ELE).

Data were available for 134 students. Students showed a loss of 1.8 N.C.E.s (s.d.=14.7) on the ELE. (See Table 5.)

The project did not meet its objective for the development of native language skills.

LEP Participants' Academic Achievement

Content area instruction in grades four through six was in both Spanish and English for special education students and in English with an E.S.L. methodology for general and special education students, depending on levels of language proficiency. In classes with special education students who had been mainstreamed, and general education students, teachers taught in both English and Spanish.

TABLE 5

Pretest/Posttest N.C.E. Differences on
El Examen de Lectura en Español (ELE), by Site

Project Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 25	80	20	31.0	18.1	37.2	21.4	6.2	15.4	1.80
P.S. 32	117	27	34.9	18.1	34.6	22.4	-0.3	15.1	-0.11
P.S. 65	75	32	48.6	21.7	39.9	23.0	-8.7	16.3	-3.02
I.S. 206	120	55	48.4	17.4	46.9	17.7	-1.5	11.6	-0.96
Total	392	134	43.1	20.0	41.3	20.9	-1.8	14.7	-1.45

- Only at one site did students show gains on the ELE.

All classes observed by the OREA evaluation consultant dealt with career exploration and discussions of the importance of bilingual skills and education as resources for future employment.

The consultant observed a Modified Instructional Services (MIS) 1 class at P.S. 25. The lesson was entirely in Spanish.

The resource teacher and paraprofessional taught the lesson. The aim of the lesson was to find out about careers in the fashion industry. The resource teacher discussed how fashions differed. She told the students about career possibilities in the industry for designers, models, seamstresses, tailors, cutters, and other workers. She mentioned the names of famous designers like Bill Blass from the United States, Paloma Picasso from Spain, and Oscar de la Renta from the Dominican Republic. The teacher stressed the skills that designers need, such as mathematics for measuring and making patterns, language arts for reading and writing to obtain and disseminate information, and science to identify different qualities of materials.

The teacher showed the students pictures from magazines and newspapers of different adult and children's clothing. She gave each student one of the pictures which had to be used as a guide to copy the upper portion of the subject's torso. They then had to design an original garment. The students shared their drawings with the rest of the class.

The project had one objective for career education:

- By June 1993, participating students will demonstrate that they have increased their awareness and competencies related to career education by passing 75 percent of their tests in these areas.

Data were available for 382 students in Project Porvenir. Of those, 372 (97.4 percent) demonstrated that they had increased their awareness and competencies related to career education by passing 75 percent of their tests.

The project met its objective for career education, as it did last year.

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Project Porvenir continued the practice of recommending students with adequate proficiency in English for academic mainstreaming in consultation with the supervisor of special education, the mainstreaming committee, teachers, and parents. The decision for mainstreaming was made at the school level. The project did not provide information on these students' progress.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

Project Porvenir posed one objective for the non-academic mainstreaming of special education students:

- By June 1993, all participating bilingual special education students will engage in non-academic mainstreaming activities.

The project director reported that all students participated in non-academic mainstreaming activities.

The project met its non-academic mainstreaming objective, as it did last year.

Project Porvenir proposed one objective for the academic mainstreaming of special education students:

- A greater percentage of participating special education students will attend a minimum of one bilingual general education class than did so last year.

Two project sites, P.S. 65 and I.S. 206 did not have special education participants. At the other two sites, 30 percent and 10 percent of the project students respectively participated in at least one content area class with bilingual general education students. Last year 36.4 percent attended at least one bilingual general education class.

The project did not meet its objective for the academic mainstreaming of special education students.

Grade Retention

Project Porvenir did not propose an objective for grade retention. Six students (1.5 percent of participants) were retained in grade. Last year, 22 students (4.6 percent) were retained in grade.

Attendance

The project proposed a single objective for the attendance of general education students:

- By June 1993, participating bilingual general education students will achieve a mean attendance rate equal to that of mainstream students.

At all four sites, the attendance rate of participating students was higher than the schoolwide attendance rate. (See Table 6.)

Project Porvenir met its objective for the attendance of general education students, as it had done last year.

TABLE 6

General Education Attendance Rates, by Site

Site	Attendance Rates	
	Project Students	Schoolwide
P.S. 25	94.5	90.0
P.S. 32	88.7	84.4
P.S. 65	90.1	86.6
I.S. 206	93.5	89.8

The project posed one objective for attendance for special education students:

- By June 1993, the mean attendance rate of participating bilingual special education students will be higher than that of the previous program year.

Last year's participating bilingual special education students had an attendance rate of 90.4 percent. This year the attendance rate for bilingual special education students was 90.0 percent.

The project did not meet its attendance objective for special education students.

CASE HISTORIES

J. was born in Honduras and entered Project Porvenir this year. She was assigned to a third grade bilingual general education LEP class. She was fluent in Spanish.

J. was well-liked by other students and was very friendly. She showed tremendous effort and improvement in E.S.L. She had the advantage of being an

excellent reader and a hard worker. She thrived on activities and lessons focused on career education. The hands-on activities had enabled her to develop her skills in art, reading, and writing, thereby increasing her self-esteem.

K. was of Puerto Rican heritage and was born and raised in New York City. She transferred from another school and entered the Porvenir program this year. She was assigned to a fourth grade bilingual general education class. She had good work habits and was usually one of the first students prepared for any activity.

K. enjoyed the excitement and challenges of the career education projects, particularly art, health, fashion, and public service. She was motivated to use her strengths in her home language and wrote about her aspirations for her own career.

STAFF DEVELOPMENT OUTCOMES

Project Porvenir had one staff development objective:

- By June 1993, participating teachers will indicate that they have increased their knowledge in the areas of mainstreaming, bilingual career activities, and the use of bilingual and E.S.L. materials through staff development activities.

All participating teachers engaged in ongoing bilingual lessons and capacity building workshops. They indicated that they had increased their knowledge in the areas of mainstreaming, bilingual career activities, and the use of bilingual and E.S.L. materials given to them in staff development activities.

Project Porvenir met its staff development objective, as it did last year.

CURRICULUM DEVELOPMENT OUTCOMES

- By August 1993, final editions of the Porvenir Career Lesson Plans (E.S.L and Spanish) will be completed and disseminated.

The final editions of the Porvenir Career Lesson Plans in English and Spanish were completed. Dissemination was planned for September, 1993.

Project Porvenir met its curriculum development objective.

PARENTAL INVOLVEMENT OUTCOMES

- By June 1993, Project Porvenir will increase parental involvement of parents of Porvenir students by offering workshops in target schools and district sites.

The staff participated in fall and spring parent-teacher conferences. The project offered special Parent Advisory Committee (PAC) meetings in March, 1993. The parents participated on class field trips. Project Porvenir sponsored workshops at target schools and district sites, offered career education information, and took parents on trips to local educational and community resources.

The project met its parental involvement objective.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project Porvenir met its objectives for English-language development, career education, non-academic mainstreaming, attendance of general education students, staff development, curriculum development, and parental involvement. It failed to meet its objectives for the development of native language skills, the academic mainstreaming of special education students, and the attendance of special education students.

Participating students in Project Porvenir showed academic progress. Of the 392 participating students in grades three through six, 386 were promoted to the next grade. The students showed gains in English-language development and career education.

Project services not only benefited the students academically but also increased their awareness of the importance of education in preparing for a career. At every site, the attendance rate of participating students was higher than the schoolwide rate.

Teachers had the opportunity to observe on-going bilingual career lessons, participate in capacity-building workshops, and take relevant graduate courses.

Increased efforts to involve parents resulted in their attending workshops and parent-teacher conferences, receiving career information, and participating in field trips.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective program components were English-language instruction and the project's emphasis on career education from a bilingual and multicultural perspective. Quantitative data, reports of observers, and the feedback from those administering the program attested to the strengths shown in these areas.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

Since this was the project's last year, OREA makes no recommendations for enhancing effectiveness.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher	Date
4-8	English Across the Curriculum	Maggs	National Textbook	1989
4-8	English Survival Series	Maggs	National Textbook	1989
4-8	Everyday English (Books 1-4)	Krulik & Zafran	National Textbook	1990
5,6	The New Oxford Picture Dictionary	Serio Galtán	Oxford University	1990
4-8	Familiar Sounds	D.L.M.	*	1990
4-8	Sharing a Song: Whole Language	Schneider	Addison-Wesley	1990
4-8	Career	Troll Associates	*	1989
4-8	The Rainbow Collection	Kraschen, Terrell	Santillana	1989
2-5	Using the Context	Maggs	National Textbook	*
3	Writing Sentences and Paragraphs	Maggs	National Textbook	*
3,4	Building Vocabulary	Maggs	National Textbook	*
*	Easy English	Miriam Met	National Textbook	*
3	English Step by Step	Bogga/Dixon	Regents	*
*	The New Oxford Picture Dictionary	Sergio Galtán	Oxford University Press	*
3-6	Your English, 5	Jan Rozelle	Coronado	*
3-6	Everyday English	Barbara Zaffran	National Textbook	*
5,6	Hello English	Barbara Zaffran	National Textbook	*
4	Vox Everyday Dictionary	*	National Textbook	*
3-5	Basic Goals in Reading	Kottmeyer/Claus	McGraw-Hill	*
3	Look Again	Virginia Arnold	Macmillan	*
5	Sketches	Virginia Arnold	Macmillan	*
6	Elementary Reading in English	Robert Dixson	Regents	*
6	Language Exercise	Mabel Young	Steck-Vaughn	*
6	Language Arts	Nicholas Falleta	*	*
3	Start With English	D.H. Howe	Oxford University Press	*

*Information was not supplied.

APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Grade	Title	Author	Publisher	Date
4-8	Imágenes y Cultura	Sobol-Green	Santillana	1989
*	A Cada Paso	Conrad Schiff	McGraw-Hill	*
*	Fiestas	Rosalinda Barreras	Houghton-Mifflin	*
5	Ritmos Sonrisas,	Ana Guzman	Houghton-Mifflin	*
5	Lima, Naronja, Limon	José Flores	Macmillan	*
3,4	La Pajara Pinta	José Flores	Macmillan	*
5	Campiones, Gr. 5	Rosalina Barrera	Houghton-Mifflin	*
3,4	Hagamos Caminas, Gr. 3,4	Alma Ada	Addison-Wesley	*
4	Por Los Caminos del Mundo	Carmen Téjeico	River Forest	*
5	Triunfos	Ana M. Guzman	Macmillan	*
6	Erase que se sera	José Flores	Macmillan	*
4	Lengua Española	Delia Diaz	Cultural Centroamericans	*

Mathematics

Grade	Title	Author	Publisher	Date
4,5	Matemáticas	Bruce Vogeli	Silver-Burdette	*
3,4,5	CIMS (Spanish)		N.Y.C.B.O.E.	*
5	Las Matemáticas, Gr. 5	Robert Eicholz	Addison-Wesley	*
3-5	Mathematics in Our World	Robert Eicholz	Addison-Wesley	*
6	Mathematics, Gr. 6	Eugene Nichols	Holt, Rinehart, Winston	*
4	Mathematics, Gr. 4	Leslie Dwight	Holt, Rinehart, Winston	*
4	Disfrutemos la Matematica	Alice Carrol	Charles Merrill	*
*	Mathematics Motivators	Betty Pierros	Educational Insights	*
4	Exito en las matemáticas, Gr. 4	Bruce Vogeli	Silver-Burdette	*

*Information was not supplied.

APPENDIX A

Instructional Materials, cont'd.

Social Studies

Grade	Title	Author	Publisher	Date
5-6	Hispanic Biographies, Gr. 6	Bejar, et al.	Globe	1989
5-6	Hispanics in American History	Bejar, et al.	Globe	1989
*	What's it Like to be a Collection	Michael Pellowk	Troll Associate	*
5	Ciencias Sociales	Giminez/Escreva	Joaquin-Teerne	*
5-6	El Mundo y Su Gente	Ainschorf	Silver-Burdette	*
5	Estados Unidos: Ayer y Hoy, Gr. 5	Timothy Helmus	Silver-Burdette	*
*	Los Estados Unidos y Sus Vecinos	Carolyn Brown	*	*
5	The United States	John Jarolimek	Macmillan	*
6	America: Yesterday and Today	Carol Berkin	Scott-Foresman	*
5	The United States	Lorna, Cogswell	Harcourt-Brace	*
5	America and its Neighbors, Gr. 5	Jo Ann Congemi	Holt-Compton	*
4,5	Activity Atlas, Gr. 4,5	Neil Morris	Steck-Vaughn	*
4,5	Our Regions, Gr. 4,5	Jo Ann Congemi	Hill-Reinhart	*
3-5	People Who Made Our Country Great	Robert Geise	Cambridge	*
*	The United States	Judith Badgley	Harcourt-Brace	*
*	New York City: Then and Now	C. Wells Feder	Steck-Vaughn	*
5	Western World	Melvin Schwartz	Steck-Vaughn	*
4	New York: Yesterday and Today	Silver-Burdette	*	*
*	Communities Around the World	N.Y.S. Dept of Education	*	*
4,5	Hispanic American in History	*	Globe Book Company	*
*	Hispanic Biographies	Alfredo Bejar	Globe Book Company	*
6	Map Adventures	Marjorie Frank	Modern Curriculum Press	*

*Information was not supplied.

APPENDIX A

Instructional Materials, cont'd.

Science

Grade	Title	Author	Publisher	Date
5	Ciencia	Rachcastle/McKnight	Addison-Wesley	*
5	Ciencia	Abruscato/Fossaceca	Holt-Rinehart	*
4,5	Science	Charles Barmon	Addison-Wesley	*
5,6	Zoo Books	Scott/Bonnett	Wildlife Education	*
5,6	New York, Our State and its Communities		Wildlife Education	*
5,6	Science Today	Steck-Vaughn		*
6	Gateway to Science	Patricia Earlind	McGraw-Hill	*
5	Enfasis en La Ciencia	Robert Sund	Charles E. Merrill	*
6	Science	George Mattinson	Silver-Burdette	*
6	Ciencia	Catherine Valentino	Silver Burdette	*

*Information was not supplied.

APPENDIX A

Instructional Materials, cont'd.

Career Education

Grade	Title	Author	Publisher	Date
7	Cámino al Exito		N.Y.C.B.O.E.	*
3-5	A Day in the Life Of A...	Betsy Smith	Troll Associates	*
*	Puedo Ser ...	June Behleri	Chicago Press	*
*	What's It Like To Be A ...	Janet Craig	Troll Associates	*
5	On the Track	Virginia Arnold	Macmillan	*
*	Familiar Career Sounds	Developmental	Oxford University	*
*	El Garage, Aeropuerto, El Ferrocarril		Ediciónes Generales	*
*	Career Education -chef, bus driver		Troll Associates	*
4-8	Puedo ser	*	Hampton-Brown	1990
4-8	Cuando sea mayor seré	M. Puncel	Santillana	1979
*	Cuando sea mayor	Maria Ruis	Ediciones Altea	*

Computer Science

Grade	Title	Author	Publisher	Date
5	Computer Literacy, 2nd Edition	*	N.Y.C.B.O.E.	*
5	Computer Books	Byte	Antioch	*

*Information was not supplied.

APPENDIX B

Class Schedules

6th Grade

Days	Time	Subject
M-F	8:45 - 9:20	N.L.A.
M-F	9:20 - 9:55	Reading (Span. and/or Eng.)
M-F	9:55 - 10:30	E.S.L.
M-F	10:30 -11:05	Mathematics (Span. and/or Eng.)
M-F	11:05 -11:40	Science (Span. and/or Eng.)
M-F	11:40 -12:15	Social Studies (Span. and/or Eng.)
M-F	12:15 -12:50	Art, Music, or Physical Education (Mainstream)
L U N C H		
M-F	1:15 - 2:00	Career Education (Mainstream)
M-F	2:00 - 2:50	Vocational Education (Mainstream)

5th Grade

Days	Time	Subject
M-F	8:45 - 9:20	N.L.A.
M-F	9:20 - 9:55	Reading (Span. and/or Eng.)
M-F	9:55 - 10:30	E.S.L.
M-F	10:30 - 11:05	Mathematics (Span. and/or Eng.)
M-F	11:05 - 11:40	Science (Span. and/or Eng.)
L U N C H		
M-F	12:15 - 12:50	Social Studies (Span. and/or Eng.)
M-F	12:50 - 1:25	Art, Music, or Physical Education (Mainstream)
M-F	1:25 - 2:00	Career Education (Mainstream)
M-F	2:00 - 2:45	Vocational Education (Mainstream)